



Unit 3

Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 1



Unit 3

Teacher Guide

Skills Strand

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Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Alignment Chart for Unit 3

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 3		Lesson																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Reading Standards for Literature: Grade 1																				
Key Ideas and Details																				
STD RL.1.1	Ask and answer questions about key details in a text.																			
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction text read independently	✓		✓	✓		✓		✓		✓		✓				✓	✓	✓	✓
STD RL.1.3	Describe characters, settings, and major events in a story, using key details.																			
CKLA Goal(s)	Use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction text that has been read independently	✓	✓	✓			✓		✓		✓		✓	✓	✓		✓	✓		
Craft and Structure																				
STD RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.																			
CKLA Goal(s)	Distinguish fiction from informational or realistic texts that are read independently	✓																		
Integration of Knowledge and Ideas																				
STD RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.																			
CKLA Goal(s)	Talk about the illustrations and details from a fiction text read independently, to describe its characters, setting, or events	✓		✓			✓		✓		✓		✓				✓	✓		
Range of Reading and Level of Text Complexity																				
STD RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for Grade 1.																			
CKLA Goal(s)	Read (with a partner or alone) and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓		✓	✓	✓	✓

Alignment Chart for Unit 3

Lesson


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----

Reading Standards for Foundational Skills: Grade 1

Print Concepts

STD RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).																	
STD RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.																	
CKLA Goal(s)	Orally produce single syllable words with various vowel and consonant sounds by blending the sounds				✓		✓					✓				✓		
STD RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.																	
CKLA Goal(s)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	✓		✓	✓				✓			✓	✓		✓			
STD RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).																	
CKLA Goal(s)	Segment and blend phonemes to form one-syllable words	✓	✓				✓		✓		✓	✓	✓			✓	✓	
	Compare words with similar vowel sounds	✓					✓							✓				

Phonics and Word Recognition

STD RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.																	
STD RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.																	
CKLA Goal(s)	Read and write the following letter-sound correspondences in words: 'sh' > /sh/, 'ch' > /ch/, 'th' > /th/ (<i>thin</i>), 'th' > /th/ (<i>then</i>), 'ng' > /ng/, 'ck' > /k/																	
STD RF.1.3b	Decode regularly spelled one-syllable words.																	
CKLA Goal(s)	Read and/or write one-syllable words that include the letter-sound correspondences taught	✓			✓				✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.																	
CKLA Goal(s)	Read and/or write vowel sounds spelled with vowel digraph teams, such as /ae/ spelled 'a_e', /ie/ spelled 'i_e', /oe/ spelled 'o_e', /ue/ spelled 'u_e', /oo/ spelled 'oo', /oo/ spelled 'oo', /ou/ spelled 'ou', /oi/ spelled 'oi', /aw/ spelled 'aw'	✓			✓				✓			✓			✓			

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.																			
CKLA Goal(s)	Read and/or write Tricky Words: Unit 3: <i>because, should, would, could, down</i>		✓			✓		✓			✓	✓					✓		✓	
Fluency																				
STD RF.1.4	Read with sufficient accuracy and fluency to support comprehension.																			
STD RF.1.4a	Read grade-level text with purpose and understanding.																			
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with purpose and understanding	✓		✓			✓		✓		✓		✓				✓	✓		✓
STD RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																			
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings		✓		✓					✓				✓	✓				✓	
STD RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																			
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary																			
Writing Standards: Grade 1																				
Text Types and Purposes																				
STD W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.																			
CKLA Goal(s)	Plan, draft, and edit an opinion piece in which they introduce the topic or the name of the fiction or nonfiction/informational text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure						✓	✓	✓											

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																			
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction read-aloud, with a title, characters, some details regarding the plot, the use of temporal words to signal event order, and some sense of closure		✓	✓	✓		✓	✓	✓											
Production and Distribution of Writing																				
STD W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																			
CKLA Goal(s)	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed							✓												
Speaking and Listening Standards: Grade 1																				
Presentation of Knowledge and Ideas																				
STD SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																			
CKLA Goal(s)	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly													✓	✓					
STD SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																			
CKLA Goal(s)	Add drawings or other visual displays to oral or written descriptions when appropriate to clarify ideas, thoughts, and feelings													✓	✓					
STD SL.1.6	Produce complete sentences when appropriate to task and situation. (See Grade 1 Language Standards 1 and 3 on page 36 for specific expectations.)																			
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation																			✓

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Language Standards: Grade 1																				
Conventions of Standard English																				
STD L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																			
STD L.1.1a	Print all upper- and lowercase letters.																			
CKLA Goal(s)	Write from memory the letters of the alphabet accurately in upper- and lowercase form																			
STD L.1.1b	Use common, proper, and possessive nouns.																			
CKLA Goal(s)	Use common, proper, and possessive nouns orally and in own writing																			
	Identify common and proper nouns																			
STD L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).																			
CKLA Goal(s)	Use personal, possessive, and indefinite pronouns orally and in own writing																			
STD L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).																			
CKLA Goal(s)	Use regular present-, past-, and/or future-tense verbs correctly orally and in own writing																			
STD L.1.1g	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).																			
CKLA Goal(s)	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) orally and in own writing																			
STD L.1.1h	Use determiners (e.g., articles, demonstratives).																			
CKLA Goal(s)	Use determiners (e.g., <i>the, a, this, that</i>) orally and in writing																			
STD L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.																			
CKLA Goal(s)	Build simple and compound declarative, interrogative, and exclamatory sentences orally in response to prompts																			

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
STD L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																			
STD L.1.2b	Use end punctuation for sentences.																			
CKLA Goal(s)	Identify and use end punctuation, including periods, question marks, and exclamation points in writing	✓			✓		✓		✓		✓		✓				✓		✓	
STD L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.																			
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 1, using the Individual Code Chart as needed	✓				✓	✓				✓	✓					✓			
	Spell and write high-frequency Tricky Words											✓								
STD L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.																			
CKLA Goal(s)	Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write <i>bote</i> for <i>boat</i> , <i>sum</i> for <i>some</i> , <i>hunee</i> for <i>honey</i> , etc.											✓								
Vocabulary Acquisition and Use																				
STD L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).																			
CKLA Goal(s)	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)											✓								
Additional CKLA Goals																				
Orally produce sounds represented by spellings		✓																		
Identify the correct spelling when given a sound using the Individual Code Chart										✓									✓	
Sequence events from a text read independently											✓									



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 3

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Spelling: Introduce Spelling Words and Review Family Letter (10 min.)	Warm-Up: Spelling Review (10 min.)	Writing: Writing a Draft of a Fictional Narrative (25 min.)	Warm-Up: The Short Vowel Sounds (5 min.)	Spelling: Spelling Assessment (15 min.)
Introducing the Sound: Minimal Pairs/Teacher Modeling (20 min.)	Dictation: Dictation with Words (10 min.)	Reviewing the Sound: Sound Off (10 min.)	Writing: Editing a Draft of a Fictional Narrative (30 min.)	Tricky Words: Tricky Word Review (10 min.)
Practice: Writing the Spellings/Word Box (10 min.)	Tricky Words: Tricky Word Cards (5 min.)	Partner Reading: "The Two Dogs" (25 min.)	Small Group: Reread "The Two Dogs" (25 min.)	Introducing the Sound: I'm Thinking of Something (10 min.)
Whole Group Reading: "King Log and King Crane" (20 min.)	Writing: Planning a Fictional Narrative (35 min.)			Introducing the Spelling: Teacher Modeling/ Writing the Spelling/ Sound Box (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 1 (Lesson 6)	Day 2 (Lesson 7)	Day 3 (Lesson 8)	Day 4 (Lesson 9)	Day 5 (Lesson 10)
Spelling: Introduce Spelling Words (10 min.)	Warm-Up: Spelling Word Review (5 min.)	Grammar: Identifying Verbs (10 min.)	Warm-Up: Speedy Sound Hunt (5 min.)	Spelling: Spelling Assessment (15 min.)
Writing: Planning and Writing a Draft of a Book Report (30 min.)	Introducing the Spelling: The Tricky Spelling 'oo' (25 min.)	Writing: Writing a Final Copy of a Book Report (25 min.)	Introducing the Sound: Sound Off (10 min.)	Chaining: Teacher Chaining (10 min.)
Small Group: "The Hares and the Frogs" (20 min.)	Tricky Words: Tricky Word Cards (10 min.)	Small Group: "The Two Mules" (25 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spellings/ Matching Words and Pictures (30 min.)	Tricky Words: Tricky Word Cards (10 min.)
	Writing: Editing a Book Report (20 min.)		Small Group: "The Two Mules" (15 min.)	Grammar: Identifying Verbs (10 min.)
				Whole Group: "The Dog and the Mule" (15 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 1 (Lesson 11)	Day 2 (Lesson 12)	Day 3 (Lesson 13)	Day 4 (Lesson 14)	Day 5 (Lesson 15)
Spelling: Spelling Words (10 min.)	Warm-Up: Vowel Spellings Review (10 min.)	Reviewing the Sound: Sound Riddles (15 min.)	Warm-Up: Wiggle Cards (10 min.)	Spelling: Spelling Assessment (15 min.)
Chaining: Teacher Chaining (15 min.)	Introducing the Sound: Sound Off (5 min.)	Chaining: Large Card Chaining (15 min.)	Chaining: Large Card Chaining (15 min.)	Introducing the Sound: Minimal Pairs (10 min.)
Break: Wiggle Cards (5 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Spellings/ Word Box (25 min.)	Grammar: Identifying Past- and Present-Tense Verbs (10 min.)	Recognize Digraphs: How Many Sounds? (15 min.)	Introducing the Spelling: Teacher Modeling/ Writing the Sounds/ Matching (30 min.)
Review: Yes or No?/Fill in the Blank (20 min.)	Small Group: "The Bag of Coins" (20 min.)	Small Group: Reread Stories from <i>Fables</i> (20 min.)	Small Group: Reread Stories from <i>Fables</i> (20 min.)	Review: Wiggle Cards (5 min.)
Tricky Words: Tricky Word Baseball (10 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four			
Day 1 (Lesson 16)	Day 2 (Lesson 17)	Day 3 (Lesson 18)	Day 4 (Lesson 19)
Warm-Up: Common and Proper Noun Review (15 min.)	Warm-Up: Complete the Sentence (10 min.)	Warm-Up: Speedy Sound Hunt (10 min.)	Assessment: Word Recognition (25 min.)
Tricky Words: Tricky Word Baseball (15 min.)	Chaining: Large Card Chaining (15 min.)	Tricky Words: Tricky Word Practice (15 min.)	Break: Wiggle Cards (15 min.)
Grammar: Identifying Present- and Past-Tense Verbs (10 min.)	Recognize Digraphs: How Many Sounds? (15 min.)	Chaining: Teacher Chaining (10 min.)	Assessment: Story Comprehension: "The Fox and the Crane" (20 min.)
Whole Group: "The Dog and the Ox" (20 min.)	Reading Time: "The Fox and the Grapes" (20 min.)	Small Group: Reread Stories/Review (20 min.)	
60 min.	60 min.	60 min.	60 min.

The Sounds Taught in This Unit

In Unit 3, you will introduce five additional vowel sounds and the most common spelling for each sound:

- /oo/ spelled 'oo' as in *soon*
- /oo/ spelled 'oo' as in *look*
- /ou/ spelled 'ou' as in *shout*
- /oi/ spelled 'oi' as in *oil*
- /aw/ spelled 'aw' as in *paw*

The sounds /oo/ and /oo/ are both spelled 'oo'. Students will practice sounding out the tricky spelling 'oo'. A tricky spelling is a grapheme that can be pronounced more than one way.

Similar Sounds: /ue/, /oo/, /oo/, and /u/

The sounds /ue/, /oo/, /oo/, and /u/ sound very similar to some students and may potentially cause confusion.

- /ue/ as in *cute* is a sound combination of the sounds /y/ + /oo/ and not a single phoneme. Some students may confuse it with the /oo/ sound.
- The sound /oo/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the fact that they share a single basic-code spelling may contribute to potential confusion.
- The sound /oo/ as in *look* can be confused with /u/ as in *luck*.

If you find that students are getting these sounds confused, you will need to spend extra time doing oral discrimination exercises in which students listen for a particular sound or distinguish between two similar sounds. The Pausing Point and the *Assessment and Remediation Guide* contain a variety of such exercises.

Similar Spellings for /ue/, /oo/, /oo/, and /u/

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the table below. Students will be familiar with the four spellings in light gray at the end of Unit 3.

Sound	/ue/	/oo/	/oo/	/u/
Spellings	<u>cute</u>	<u>tune</u>		
		<u>soon</u>	<u>book</u>	
	<u>pupil</u>	<u>super</u>	<u>put</u>	<u>putt</u>
	<u>cue</u>	<u>blue</u>		
	<u>few</u>	<u>new</u>		
		<u>prove</u>		<u>shove</u>
		<u>do</u>		<u>son</u>
		<u>soup</u>		<u>touch</u>
		<u>fruit</u>		
		<u>neutral</u>		

Flip Books and Individual Code Charts

The Vowel Code Flip Book is used in teaching the new vowel sound-spellings. The Spelling Cards are added to the Code Flip Books when the sound-spellings are taught. Students will also fill out their own Individual Code Charts. Please encourage students to use the Individual Code Charts when reading and writing.

Tricky Words

In Unit 3, you will introduce the Tricky Words *should*, *would*, *could*, *down*, and *because*. The vowel sounds in *should*, *would*, and *could* are tricky because they each have the /oo/ sound spelled 'oul'. The vowel sound in *down* is tricky because the /ou/ sound is spelled 'ow'. In the word *because* the first 'e' stands for the sound /ee/ (or the schwa sound), the letters 'au' for the sound /u/ (or /aw/), and the letters 'se' for the sound /z/.

Once these words have been introduced, they will be included in the stories and in other materials. The tricky part of each word will be underlined in gray for the first 20 or so occurrences in the Reader. Tricky Words from previous units will continue to be underlined until they have appeared at least 20 times.

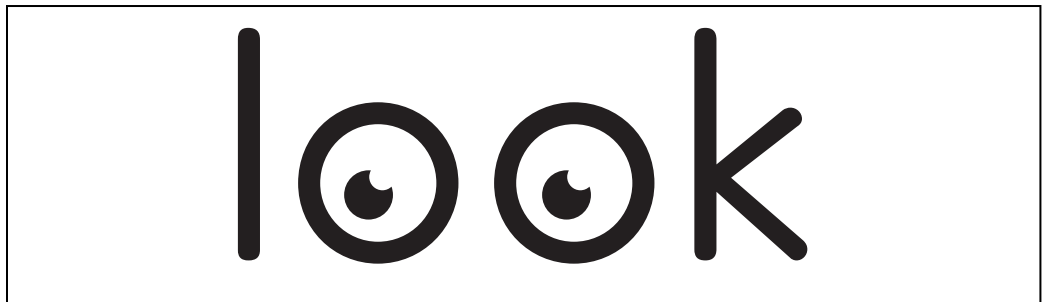
You may wish to have a word wall to display Tricky Words. Tricky Words should be printed on yellow cards to remind to students to use caution when reading them.

Tricky Spellings

In Unit 3, students learn that both /oo/ as in *soon* and /oo/ as in *look* can be spelled 'oo'. When students come across a word containing the spelling 'oo', they should:

1. Try pronouncing it as /oo/ as in *soon*. This is the more common pronunciation.
2. If that pronunciation does not sound right, or does not make sense in context, they should try pronouncing the spelling /oo/ as in *look*.

Some teachers use an extra visual cue to help students distinguish /oo/ and /oo/. For words that have 'oo' pronounced like *look*, they draw two eyes looking out from the 'oo' spelling like this:



Use this visual if you think it would be helpful to students.

Grammar

The grammar exercises in this unit focus on verb identification and verb tense. Students will practice identifying whether a verb represents an action that is happening in the present or one that happened in the past.

Reader: *Fables*

Students will practice newly learned decoding skills while reading stories from *Fables*. This Reader is comprised of decodable versions of famous fables, most of which are originally attributable to the ancient Greek storyteller Aesop. Fables are special types of stories that teach important lessons or morals. Fables often feature talking animals as main characters. You should continue to observe and document student reading performance, using the Anecdotal Reading Record provided at the back of this Teacher Guide. As in the previous Grade 1 materials, teachers are encouraged to use the Reader in a variety of instructional groupings, including whole group and/or small group instruction, partner reading, and independent reading. Each story is accompanied by a set of discussion questions in the Teacher Guide focusing on literal, inferential, and evaluative question types. Regardless of the process or groupings used to read each story, we highly recommend that the teacher gather all students back together to discuss the story questions when all students have finished reading.

Students will also continue to complete story question worksheets. As you assess students' writing on these worksheets, we encourage you to accept all phonetically plausible spellings. You should, for the time being, accept *hou* for *how*, *bloo* for *blue*, and *toi* for *toy*, as students have not yet learned the spelling alternatives they need to spell such words correctly.

Writing

In this unit, we begin formal instruction in the writing process by focusing on narrative writing. Early lessons call for students to practice retelling a previously read story, incorporating key story features by identifying the setting, describing the characters, and then recounting a sequential series of events from the plot. Students progress from writing a simple narrative retelling to writing a book report, in which they are encouraged to include their opinion about the story that they have read.

All writing activities are presented in carefully scaffolded steps, modeled first by the teacher with the group, followed by additional student practice, with a gradual release of responsibility so that students learn how to plan, draft, and edit pieces of writing. This unit also introduces a classroom visitor named Mr. Mowse, who leaves samples of his writing in the classroom overnight for students to edit the next day.

A note with regard to expectations regarding spelling accuracy is warranted. While students will have learned many letter-sound spellings by the end of this unit, there are still some basic code spellings, as well as quite a few spelling alternatives, that remain to be taught in first and second grade.

Students should be encouraged to use their existing code knowledge to spell and write the words they want to use. Plausible, but not dictionary correct spelling, like *hunee* for *honey*, should be accepted at this point, though they can be corrected if written work is being prepared for “publication.”

Writing is one of the most tangible ways that teachers and students can gauge progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, we would like to suggest that you keep some type of student portfolio. In addition, this portfolio will enable you to quickly review each student’s writing and analyze areas in need of attention.

Here are some ideas that other teachers have used successfully in creating student portfolios:

- Allow each student to decorate a plain manila file folder. You keep the folders in a safe spot. Each time students write, you can file their work in their folder.
- Create a three-ring binder for each student. Their writing can then be hole-punched and placed in the notebook.
- If your school has a binder machine, you can bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it.
- Consult with other teachers in your school to see if there are other ideas that might work well for your class.

Take-Home Material

Many lessons include materials for students to take home and complete with a family member. These materials usually consist of either a worksheet or a take-home story from the Reader. The worksheets are meant to provide extra practice and reinforcement of skills that have already been taught in class. Rereading the take-home stories will provide additional opportunities to develop fluency.

10 Assessment Opportunities

There are multiple opportunities for formal and informal assessment throughout Unit 3. Weekly spelling lists and assessments are included for the first time in Unit 3. The spelling list words are made up of various sound-spelling correspondences that have already been presented and taught for decoding purposes. Requiring students to practice and spell words with these same sound-spelling correspondences provides additional reinforcement.

Student Workbooks include Take-Home letters with the list of words to be practiced in preparation for the end of the week assessment. It is important to note that encoding (spelling) poses a far greater challenge for students than decoding (reading) the same sound-spelling correspondences, so practice at home is important.

The Teacher Guide also includes a useful spelling analysis sheet for each assessment. Careful examination of students' errors may provide insight for planning remediation of both decoding and encoding skills.

In addition, please continue to make systematic use of the Anecdotal Reading Record and make notes as you listen to each student read aloud. It is important to listen to each student once or twice each week so that you can monitor progress.

There is also an end-of-unit assessment. The first part of the assessment measures students' recognition of words using the sound-spellings taught in this unit. For the second part of the assessment, students read a new story from their Reader on their own and answer story comprehension questions. If students struggle on these assessments, you should spend a few days reviewing before moving on, using the Pausing Point and/or the *Assessment and Remediation Guide*.

Additional Materials for Unit 3

Some additional materials are needed for specific lessons of Unit 3. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here:

- Blank index cards (five per student)
- Blank yellow index cards for Tricky Word wall (five)
- Chart paper
- Green thin-tipped marker for each student

Pausing Point

The exercises in the Pausing Point are a resource for use throughout and/or at the end of the unit. These exercises provide additional practice of the skills covered in Unit 3. They can be used to differentiate instruction for particular students at any point in the unit. In addition to spending time on Pausing Point exercises after your class has completed the entire unit, you can use the exercises as substitutions or extensions for exercises in a given lesson to reinforce one or more objectives.

In each lesson, you will find side bar references to related Pausing Point objectives and accompanying exercises. The exercises in the Pausing Point are ordered by unit objectives, which make it easy for you to find appropriate exercises.

It is important to note that the various word lists and chains in the Pausing Point materials contain all of the spellings taught in the unit. If you decide to use an exercise from the Pausing Point before you have reached the end of the unit, make sure to use only chains and words that are decodable at the point at which you are in the unit. Decodable words, chains, and phrases are listed at the end of most lessons of Unit 3.

In the Pausing Point, we also provide handwriting worksheets. You may want to reproduce the handwriting sheets and use them for morning or seat work.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides teachers with further guidance in assessing, analyzing, and remediating specific skills. Teachers should refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.